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ABSTRACT

Project SCORE (School and Community Offering Resources for Employment) was undertaken by Collin County Community College in Texas to develop a system to help McKinney High School students move with confidence from school to work and further education. The program, which was developed through the joint efforts of school and business/industry partners and others involved in school-to-work transition activities in Collin County, offers various school-based, work-based, and connecting activities/services, including the following: individual/group career assessments; career/life planning; job search skills training; occupational/educational selection assistance; adopt-a-student program (mentoring, job shadowing, internships); and information and referral (to colleges, business, and the community). The project has helped numerous students make successful transitions from school to work/further education and has strengthened vocational-technical education in Collin County by stimulating dialogue among business, community leaders, educators, parents, and students. (Appendixes constituting approximately 80% of this document contain the following: a list of project advisory council members; project forms; information about Project SCORE's internship program; a list of career assessment instruments; description of the career component; a career ladder employment system; a summer career college program; a school-to-work transition model presented statewide; project publicity materials; a list of 13 Project SCORE resources; and results of the Project SCORE evaluation.) (MN)

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THE SCORE SYSTEM

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FINAL REPORT

1994-1995

Our County Community College

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SCORE System

PY95 Final Detailed Report on Project SCORE:
School and Community Offering Resources for Employment
Collin County Community College
McKinney, Texas

August 1995

Submitted to the Texas Higher Education Coordinating Board
Funded through the Carl D. Perkins Vocational Education Act

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ACKNOWLEDGEMENTS

The change that accompanies new visions, ideas, and programs is a long and resisting road. The collaboration which built the **Project SCORE System** has been a joint effort on the part of the college, McKinney ISD, the community, and the students.

I wish to acknowledge the support and commitment of Dr. John Anthony and the Board of Trustees of Collin County Community College. The college has supported county school-to-work efforts and has offered its facilities, staff, and programs to facilitate the mission of **Project SCORE**.

My deepest thanks to Dr. Belinda Newman for her belief in me as a professional and her vision as a college and community leader. Her direction provided the groundwork for this much needed system.

To the staff of the many college programs and services who graciously gave of their time and expertise to provide services and guidance for the future of McKinney ISD students. Career Services, Global EDGE Tech Prep, Cooperative Work Experience, Collin County JTPA, Academic Advising, and Financial Aid were several of the departments who assisted project participants by providing the "top notch" services for which CCCC is recognized.

Many thanks to the McKinney ISD staff and faculty who took a risk with this program and provided the freedom to "experiment", program support, office space, and most of all, the student body. The partnerships that have developed as a result of joint programs between MISD and CCCC are invaluable relationships designed to provide students with skills for expanded workplace opportunities.

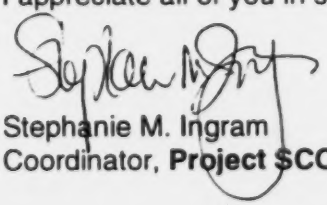
Debbie Zimmerer, CCCC Development Office, has expertly served as a liaison with the Coordinating Board and has provided support and guidance concerning reporting and compliance issues.

The Advisory Council contributed knowledge and expertise which aided in the creation of and guidance for new programs and ideas. It provided a wonderful to rely on the "seasoned" experience of these professionals.

A heartfelt thank you to Pamela Love, the project assistant. Without her support and true dedication to the students of this project, much of the year's success would not have been experienced. Her professionalism and genuine attitude impacted the lives of many over the course of this project.

It should not go without saying how much I appreciated the energy and intensity that the students exerted in making preparations for their future. What a refreshing reminder of the responsibility we have as adults in the lives of our youth.

I appreciate all of you in so many ways!



Stephanie M. Ingram
Coordinator, **Project SCORE**

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TEXAS HIGHER EDUCATION COORDINATING BOARD
FINAL REPORT
PROJECT YEAR 1994-1995

ABSTRACT

Many business leaders and eductors feel that students are not receiving the necessary preparation to compete in an increasingly global marketplace. There is an obvious widening gap between what is taught versus the skills, knowledge, and behavior that our students need to succeed in business. Educating parents, teachers, and counselors regarding the need for all students to learn work-based competencies, as well as involving the business community in the integration of courses, will help to strengthen the Texas workforce. Equipping students with the knowledge and skills to succeed will result in the recovery of school dropouts, lower unemployment, and more productive business.

Collin County Community College's (CCCC) **Project SCORE** (School and Community Offering Resources for Employment) developed a system over the past year to help McKinney High School students move with confidence from school-to-work and further education. The program targeted all students, grades 9-12, in their transition from school-to-work by forming partnerships with business and industry, educational providers, parents, community agencies, and students. School-based, work-based, and connecting activities were designed to perform the following program services:

A. **Individual and Group Career Assessments**

B. **Career and Life Planning - advising, counseling**

C. **Job Preparation - resumes, job applications, interviewing**

D. **Occupational/Educational Selection Assistance**

E. **Adopt-A-Student Program - mentor, job shadowing, internships**

F. **Information and Referral - college, business, community**

The establishment of this program was not about originating a new program that would compete with existing programs for limited resources and customers; rather it put in place the building blocks for a statewide system. Through enriching and expanding existing components such as tech prep, cooperative education, service learning, career assessment, and academic competitiveness through technology, **Project SCORE** was able to build a portion of a comprehensive, coherent system that engages youth in the acquisition of knowledge, skills, and attitudes necessary to pursue productive career pathways.

The **SCORE System** was developed through the joint efforts of various entities in Collin County who are involved in school-to-work transition activities. The organizations comprising the **SCORE** model are not unique to Collin County but may be replicated by identifying appropriate service providers, business/industry partners, and the target population in other communities. The **SCORE System** should serve as a prototype for adaption by other institutions and communities.

PURPOSE AND DESCRIPTION

Three-fourths of high school students enter the workforce without baccalaureate degrees; many do not possess the academic and entry-level occupational skills necessary to succeed in the changing workplace. There was a need for a system that forms partnerships with business and industry, educational providers, parents, community agencies, and students to close this gap by integrating education and work skills. In response to that need, the **SCORE System** was designed to assist secondary and post secondary students by providing services that will equip them to be successful in the workplace and promote lifelong marketability. The program goals, supporting program objectives, and related activities were developed to meet the identified needs of program participants.

SCORE utilized a multi-pronged approach to create a system for supporting and strengthening the workforce of the future. This system required the active involvement of business, community leaders, and educators. Employers helped to define skill requirements for specific jobs, offered quality learning experiences for the student at the worksite, and provided jobs for students and graduates.

Through the coordinated efforts of CCCC's Tech Prep program, Global EDGE, the Cooperative Work Experience Division, Career Services Department, the Small Business and Development Center, and Collin County's JTPA, strong linkages have been formed with local business and industry. These partnerships provided the means for secondary and post secondary students to move from school-to-work.

CCCC built this system to address the technical needs of the workforce and educational needs of the students by expanding and enriching existing programs. The following program goals were identified:

- To demonstrate school-based learning through the development and implementation of integrated/competency-based curricula
- To facilitate school-based learning through the enhancement and expansion of a career development system
- To broaden work-based learning opportunities by expanding current programs and enhancing local partnerships
- To provide students with work-based learning options while in school and upon completion
- To present professional development and technical training for teachers, counselors, administrators, and workplace mentors
- To perform analysis and evaluate **SCORE** outcomes and effectiveness

The **SCORE System** supported the high school in their efforts to help students move with confidence from school-to-work. Technical education was supported by informing parents, teachers, and counselors of the need for all students to learn work-based competencies such as those identified by the SCANS (The Secretary's Commission on Achieving the Necessary Skills) Report. The involvement of the business community helped to strengthen technical education. Success was measured by student outcomes such as retention, completers, graduates, and job placements. The results helped to stimulate dialogue among business, community leaders, educators, parents, and students. This dialogue helped to strengthen technical/vocational education.

IMPLEMENTATION

The Collin County Community College School-to-Work Program was designed and formulated in response to and in accordance with federal guidelines. Since the primary goal was to assist secondary and postsecondary students by providing necessary employment and life skill tools that will equip them to be successful in the workplace and promote lifelong marketability, the program was named **Project SCORE** (School and Community Offering Resources for Employment).

Through the coordination of efforts to develop partnerships with business and industry, educational providers, parents, community agencies, and students, **Project SCORE** met or exceeded the original grant objectives. Through these activities, a total of 2,500 contacts were served during the initial 1994-95 project year.

In response to creating a "connectedness" between school and work for students, the following objectives were targeted:

A. Develop and add courses that use instructional methods involving the practical application of scientific and technical principles allowing students more options.

B. Develop procedures to recognize school-based learning and applied academic courses.

C. Restructure curricula around the needs of business/industry.

D. Present Career Development Orientation to help students identify interest, goals, and career options.

E. Develop program to orient high school students to the workplace, utilizing employers and career counselors.

F. Upgrade and coordinate work-based experience to include all components of effective school-to-work transition programs.

G. Provide school/business partnership, mentoring, job shadowing, and teacher internships.

H. Identify barriers to hiring students and developing employers' incentives.

I. Identify incentives and recognition for employers who provide work-based learning sites.

J. Establish traditional and non-traditional partnerships for school-to-work systems.

K. Identify ways to link students' career interests to jobs.

The following activities are linked to the above stated objectives:

- **Offer courses that infuse integrated curriculum as identified by business/industry to include SCANS competencies.**

Tech Prep programs have increased from three to six approved programs. Student numbers at the secondary level have increased from 175 to 2,500.

- **Prepare articulation agreements for students participating in secondary Tech Prep programs and other technical programs.**

Tech Prep articulation agreements increased from five to 15 participating secondary students. Task analysis occurred in three Tech Prep programs: Computer Aided Drafting and Design, Electronics Technology and Office Administration. The process was completed in December 1994 and approved by the Coordinating Board as part of a program revision.

- **Conduct task analysis to determine competencies to be implemented in curricula.**

The task analysis was conducted jointly by the Business & Industry Advisory Committees of CCCC and MISD. Further, high school and community college faculty concurrently reviewed and developed all competencies in Tech Prep courses; those have all been approved by the Coordinating Board.

- **Conduct student career assessments.**

Career interest assessments were administered to 1,800 MISD 8th, 9th, and 10th grade students. The Ohio Interest Career Survey assessments were administered to 60% of the McKinney High School students and the entire MISD 8th grade. This far exceeded the original goal of assessing 20% (296) of the students at MHS. Interpretations were provided to groups of 9th and 10th students during the summer at CCCC. (See advertisement in Appendix D). Eighth grade students will receive their interpretations during the first semester of their 9th grade year. Project staff also administered career assessments to students serving time in the Collin County Juvenile Detention Center. CCCC Career Services will perform interpretations of the results in July. Interest and personality assessments were conducted on an as needed basis for student participants.
(See list of assessment resources in Appendix D).

- **Conduct study skills and life/work skills seminars.**

A Life/Work Skills Class, Skills for Living, team taught by the CCCC Services for Students for Disabilities Coordinator and an MHS Instructor, was piloted for select students during the Spring semester. The course successfully met the goals set forth by the MHS program coordinator and the CCCC representative and will be offered as a part of the MHS elective

curriculum in the Fall 1995. Self-concept/determination, social interaction/acceptance, everyday living skills, and job readiness were units included in the course curriculum.

✎ **Implement the summer career programs for students in the post ninth and 11th grades.**

CCCC's Cooperative Work Experience (CWE) program facilitated a summer program and hired an Educational Consultant to work with the students in the classroom. Each classroom activity enhanced an educational skill and a SCANS skill, improved self-management skills, and provided a multi-sensory learning experience. Goal setting, time management, study skills, and career planning were some of the topics addressed with the group of approximately 15 students. Several of the students attended the career college program last summer and returned for the second year. Students who attended the program received 1/2 of a high school credit and a possibility for 1 college credit. (See Appendix G for advertisement and teaching guide).

✎ **Career exploration course to orient students on the workplace.**

A Team Pride Career Connection included three weeks of life/work skills seminars for 70 at-risk freshman students. Business leaders, College representatives, and **SCORE** staff facilitated sessions covering topics such as: self and interest assessments, emerging occupations, educational exploration, employer expectations, resume writing, interviewing and application seminars, a listening and communication workshop, telephone etiquette, an employer panel, and a college tour. (See Appendix E for the three-week plan).

✎ **Tours, field trips, and job shadowing experiences will be conducted. Expand work-based learning to include business and campus site visits.**

Work-based learning opportunities were scheduled throughout the year via field trips, tours, and job shadowing, which initiated the connection to 27 sites for these activities. In addition, **Project SCORE** staff connected 16 of these students to part-time or full-time work experience in a field related to their career interest.

✎ **Establishment and utilization of an Advisory Council.**

Advisory Council members were selected from education, industry, and community agencies. (See a directory in Appendix A). The Council met every 2-3 months and participated in the leadership and decision-making strategies for project activities. The Advisory Council identified barriers and developed strategies to overcoming barriers to hiring students. (See Appendix A for a list of barriers).

✎ **Develop system to implement the career ladder concept into existing secondary work experience programs.**

A task team of employers was selected to aid in the development of a Career Ladder Employment Program for high school students. Industry representatives, the McKinney

Chamber of Commerce, High School and College professionals met to initiate the start up of the program. The career ladder is designed to assist high school students in obtaining relevant work experience and developing a career path. Student participants are continually identified, screened, and prepared for a career ladder opportunity with employers. The goal of the program is to encourage students to finish high school and obtain the education necessary for success. (See Appendix F).

- **Identify and develop an inventory of employers by industry who will participate in work-based learning.**

Employer inventories are created for each interested/participating employer through a computerized database. New employers were added to the data base weekly. Project staff met personally with local business representatives on-site and at their place of business to educate them on the advantages of utilizing students through the **SCORE System**.

- **Establish an Adopt-A-Student program with businesses and community leaders for school-to-work initiatives.**

Participants of the Adopt-A-Student Program were exposed to a variety of career professionals and workplace environments through job shadowing, mentoring, and internships. The original goal of 10 students was exceeded and 75 students were served through this program. (See Appendix C).

- **Match student mentees with mentor.**

Students were matched with professionals who volunteered their time and professional guidance to positively influence participants. A total of 16 students met with various mentors regarding career choices, educational options, and future directions for the student.

- **Establish recognition system.**

30 employers/business partners were recognized for their contributions to the program. Paperweights, including the partners' name and the **Project SCORE** logo, were given to each professional with a personal thank you note. In the future, awards will be on-hand and presented by a student to the employer immediately following the noted activity.

- **Develop school-to-work promotional material. Print advertisements to promote business/school partnerships.**

Project promotional material was developed and distributed throughout the year. Posters, flyers, and brochures were developed and used with students, parents, educators, community, and industry.

SCORE staff worked with area newspapers to promote business/school partnerships.

Four advertisements/articles were published and distributed in various county publications, including the McKinney Courier Gazette and Harte-Hanks McKinney Messenger. Advertisements were also printed in the Cooperative Work Experience Newsletter and the CCCC Caleidoscope. (See Appendix I for examples).

- **Conduct workshop with teachers to maximize career development aspects of secondary cooperative education programs.**

CCCC Cooperative Work Experience provided workshops with teachers to maximize career development aspects of secondary cooperative education programs. CWE networked with area ISD Cooperative Education teachers to promote the linkage of work experience with student career pathways. The meetings also served to identify strategies to increase the employer base for student work-based experiences.

- **Conduct Summer Youth Employment and Training for JTPA eligible students.**

SCORE and CCCC departments referred students for the Summer Youth Employment Training Program. A total of 200 students are employed through the program this summer. JTPA selected 20 students to participate in the Summer Y.O.U. (Youth Opportunities Unlimited) Program at Stephen F. Austin State University. Participants who were selected stayed on-campus for eight and one-half weeks and were paid for 20 hours of work and five hours of employment skills training per week. Field trips, guest speakers, plays, and concerts enhanced the classroom activities.

- **Utilization of Career Connection Office (CCO)**

Originally, the CCO was coordinated by the MISD Career Investigations instructor. He left the district prior to September 1994. **SCORE** staff pulled together to recreate the CCO which served over 2,000 students during the year. Career resources, programs and activities were generated from this **SCORE** office.

- **MISD and CCCC Job Developers coordinate efforts to match students with employers in work-based learning experiences.**

127+ students were in paid positions gaining work experience in their career pathway. Some of the employers involved in the program included: Collin County Community College, McCraw & McCraw Law Firm, Jackson Hewitt Tax Services, State Farm Insurance, North Texas Medical Center, Primo Microphone, North Side Pharmacy, Academics Plus, and Blockbuster Video.

- **Conduct staff workshops.**

Cooperative Work Experience, Global EDGE Tech Prep, and Career Services provided professional development activities for educators and industry, as well as provided technical assistance for teachers, counselors, and administrators. In addition, ongoing training sessions were conducted for MHS staff on the services available through **Project**

SCORE. Topics included: team teaching, labor market trends, learning styles, career decision-making, math/biology/chemistry curriculum integration, and teaching college level material to high school students.

✎ **Design professional development activities for business/industry personnel including mentoring, shadowing, etc.**

Advisory Council members designed a plan for professional development activities involving business and industry. Several of the components addressed: training a coordinator for each selected organization, determining competencies needed by business, outlining student competencies, answering business concerns, and conducting student evaluations.

✎ **Develop career profiles on incoming students and conduct follow-up of high school students for three years.**

A follow-up system was established for MISD students. Career profiles were developed and maintained for all student participants. Graduates and other out-of-school youth were and will continue to be tracked through phone calls and written correspondence. Information on all students was updated and maintained in the computerized database. (See Appendix B for example of database information).

✎ **Develop and conduct evaluation to assess effectiveness of school-to-work transition activities.**

Evaluations were developed to assess the effectiveness of school-to-work activities. They were performed by industry, college partners, high school partners, and students. Project staff gathered all data for an evaluation summary. (See Appendix K for summary).

✎ **Develop cost estimate for expansion of regional school-to-work activities.**

Expansion of school-to-work activities for districts across the region will vary greatly depending upon the number of students, existing resources, office equipment, and personnel available for coordination of each new program. Program costs can range from $55,000 (entire program startup - coordinator salary, part-time assistant salary, computer, software, career assessments, office supplies, professional development, classroom supplies) to $5,000-10,000 (career assessments, career resources, software programs, classroom supplies). The smaller budget amount will be adequate for schools who are initiating the creation of school-to-work programs for their students. In the future, additional funding possibilities should be available from federal school-to-work monies. (A list of a portion of resources utilized by **Project SCORE** is available in Appendix J).

✎ **Provide conference presentation for statewide dissemination of the SCORE System.**

Project staff presented at the 1995 Tech Prep ★ Texas State Conference in Austin, Texas.

The multi-media presentation, entitled "**Project SCORE**: A School-to-Work Transition Model", provided an in-depth overview of the project system. Many resources were distributed, along with examples of how other districts could duplicate the system for their students. The conference was selected to replace the teleconference that was initially chosen as the vehicle to disseminate information statewide on **Project SCORE**. The arena provided a more personal and hands-on approach than the teleconference format would have allowed. Over 200 packets of information were distributed, resulting in many individual conversations with other professionals after the scheduled presentation time. **SCORE** staff utilized a presentation graphics package combining the use of a laptop computer and LCD display monitor. A promotional video, sharing highlights of student activities, was shown at the end of the presentation. Each participant received a packet of information including copies of each template shown in the presentation, copies of forms, advertisements, a proposed calendar, and resources utilized by staff in each **SCORE** activity. (See Appendix H for presentation outline and evaluation summary).

PROGRAM MANAGEMENT

Project SCORE was administered during the 1994-95 grant year through the Associate Vice President of Instruction's Office of Collin County Community College with the Provost of the Central Park Campus serving as the Program Administrator. The Program Coordinator and the Program Assistant , with input from the Advisory Council, planned, coordinated and evaluated all program activities as specified by the Coordinating Board.

The Project Coordinator was responsible for working with McKinney High School, CCCC Program Directors, Business and Industry Representatives, Community Agencies, and the Advisory Council to determine services needed. The director of each CCCC school-to-work component reported to his/her supervisor. The Project Assistant supported the Coordinator during all programs and services.

The Program Administrator oversaw general administrative activities, supervision of program personnel and had the ultimate responsibility for allocating resources and personnel to ensure achievement of project objectives.

COORDINATION AND LINKAGE

The establishment of linkages within the college, community, and industry was essential to the successful and efficient delivery of services to McKinney ISD students participating in school-to-work programs/services. Coalitions were maintained, with continued emphasis on networking, which strengthened the reputation and effectiveness of **Project SCORE**.

Collin County Community College strongly supported the **SCORE System**. The project's objectives affirmed the college's commitment to providing the community with opportunities to obtain high quality educational services and support. Clerical support and the use of equipment and supplies from the Associate Vice President of Instruction's Office were an asset to the smooth operation of program services. McKinney High School provided office furniture, copying equipment, personnel support, and an office space for project staff.

Additional support and resources were provided to **Project SCORE** by the college's Career Services, Global EDGE Tech Prep, Cooperative Work Experience, Collin County Training and Employment (JTPA), Small Business Development Center, Academic Advising, Financial Aid, and Services for Students with Disabilities.

In addition, linkages were established with such organizations as McKinney Chamber of Commerce, Brookshire's Grocery Store, Target, Albertson's, Chili's Grill & Bar, Allstate Insurance, Fisher Controls, McCraw & McCraw Law Firm, Jackson Hewitt Tax Services, State Farm Insurance, North Texas Medical Center, Primo Microphone, Northside Pharmacy, Eckerd's, Academics Plus, CSS Hotel Systems, Blockbuster Video, TEC, Volunteer Center of Collin County, McKinney Movies 10, Homestead of McKinney Nursing Center, McKinney Airport, Honda Cars of McKinney, Collin County Juvenile Detention Center, Postage Plus, Comfort Inn, Bank One Texas, J.C. Penney Company, Bealls Department Store, and other businesses, agencies, and organizations that allowed **Project SCORE** staff to connect participants to a broad selection of services.

Some beneficial programs and activities resulting from these linkages included:

- Team Pride Career Connection Series
- Internships Established with Global EDGE Tech Prep and CCCC Technical Services
- Collaboration with CCCC School-to-Work Programs
- Job Shadowing and Mentoring Experiences with Local Businesses
- Collin County Juvenile Detention Center Career Assessment Administrations and Interpretations
- Cooperative Work Experience and Summer Part-time Jobs for Students

In addition to developing and maintaining linkages with community, college, and industry resources, **Project SCORE** continued to network with and disseminate information to other educational providers throughout the state.

EVALUATION

Evaluation of **Project SCORE** has been an essential element in verifying, documenting, and quantifying services for student participants of the program. While some activities can be measured objectively, it is important to remember that many benefits must be evaluated based on the importance of the services rather than its measurability.

The primary purpose in evaluating the program was to document activities and their effects in reaching program objectives. These judgements then became an integral part of the decision-making process when determining which activities to modify, continue, or discontinue.

The evaluation process of **Project SCORE** included three areas:

1. a structural evaluation
2. a process evaluation
3. an outcome evaluation

The plan involved both formative and summative processes and was carried out by program staff in conjunction with the Advisory Council. In addition, students and high school/college staff assessed the overall performance and made recommendations for the future direction of the program. (See Appendix L).

Structural Evaluation

The structural evaluation included the assessment of personnel, facilities, policies and the organization of the program. This phase of evaluation was conducted through review of the efficiency of service delivery. Policies and standards established by Collin County Community College provided guidelines for the project.

Process Evaluation

The process evaluation was based upon the objectives and activities of the project. How well the program impacted the consumers was measured both qualitatively and quantitatively. Quarterly reports, which conformed to Coordinating Board reporting procedures, served as a guide in ascertaining performance levels. The process assessment allowed for evaluation of the overall program, as well as individual components. This process provided quantitative documentation of who, what, and how participants were impacted, as well as obstacles and barriers. The process evaluation of **Project SCORE** provided information on:

- Success of recruitment efforts evidenced through the intake data
- Actual numbers of program participants, including number of contacts

- Tracked participation of students through utilization of computerized database
- Actual number of services (college, community, industry) utilized by participants
- Achievement of objectives on a quarterly basis
- Tracked participation of business and industry through utilization of computerized database

Outcome Evaluation

Outcome evaluation of the program was ongoing to determine the impact and effectiveness of the programs and services. The needs of both the student participants and referral resources were continually monitored and provided constant feedback for project staff. This was accomplished by interviewing participants and service providers and reviewing evaluations of specific program activities.

The participant data base allowed for tracking the number of contacts, services provided, personal information, educational information, and work-based learning sites.

Financial Review

The project staff reviewed the accounts on a monthly basis.

Appendix A:
ADVISORY COUNCIL

Project SCORE
Data Sheet Results

What skills and knowledge do you believe young people should acquire by the time they graduate from high school?

(6) Read, write and communicate
(2) Critical Thinking Skills
(2) Work Ethics
(2) Professional Image
(2) Computer Skills - Word processing skills
(2) Math Skills
(2) Career-Oriented Education
(1) Job Search Skills
Labor Market Information
Foreign Language - Spanish, plus one additional language
Public Speaking
Mastery of English Language
Current Events
Interviewing Skills/Appearance
Problem-solving Skills
Social Skills
Commitment to Company/Project
Time/Hours required by specific industry (not all jobs are 9-5)
Organizational Skills

How do you feel the business community can assist the public educational system in preparing young people for their future roles in the workplace?

(3) Share info with students and teachers as to what skills necessary to enter workforce
(2) Connect workplace activities and high school coursework
(2) Advise students of reality (i.e. job wages, advancement opportunities, skills required)
(2) Job shadowing site
(2) Resource for information about changing business community
(1) Advice regarding future employment opportunities
Mentoring
Classroom lectures
Increase involvement in co-op
More opportunities to interface with youth on a work level
Increase awareness of industry "Hot Topics" (i.e. Diversity, Sexual Harassment, Down-sizing, Job Security)

What is the role of the educational system in providing the business community with competent, skilled workers?

(2) Application of classroom activities to workforce
(2) Encourage students to make better grades, not just pass
(2) Focus on career direction
(2) Teach with hands-on approach and opportunity to learn more job skills
(1) Raise expectations of parents and children by demanding more of students
Encourage students to join clubs
Encourage students to take more difficult courses
Encourage students to pursue a foreign language
Provide opportunity for students to make field visits
Provide students that are competent in math, computers and communication
Remove barriers between formal education and the workplace
Design program around SCANS Competencies
Target specific North Texas labor needs

Project SCORE
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(214) 542-3381
(214) 548-8173 fax

Mike Conroy
Assistant Principal
McKinney High School
1400 W. Wilson Creek Parkway
McKinney, Texas 75069
(214) 569-6119
(214) 569-6109 fax

Dr. Barbara Eubanks
Director, Cooperative Work Experience
Collin County Community College
2200 W. University
McKinney, Texas 75070
(214) 548-6737
(214) 548-6733 fax

JoAnn Ferrari
Advance Career Training Coordinator
McKinney Job Corps
1701 N. Church
McKinney, Texas 75069
(214) 542-2623 x190
(214) 542-8870 fax

Lydia Gober
Assistant Director, Cooperative Work Experience
2800 E. Spring Creek Parkway
Plano, Texas 75074
(214) 881-5733
(214) 881-5926 fax

Diana Gulotta
Public Information Specialist
McKinney ISD
#1 Duvall
McKinney, Texas 75069
(214) 569-6405
(214) 562-8751 fax

Cheri Jack
Lead Adviser, Central Park Campus
Collin County Community College
2200 W. University
McKinney, Texas 75070
(214) 548-6778
(214) 548-6702 fax

Wade Johnson
Agent Owner
Allstate Insurance
321 N. Central Expressway, Suite 101-D
McKinney, Texas 75070
(214) 562-6958
(214) 562-6958 fax (call first)

Chris Jones
Director, Small Business Development Center
Collin County Community College
Courtyard Center for Professional and Economic Development
4800 Preston Park Boulevard
Plano, Texas 75093
(214) 985-3771
(214) 985-3775 fax

Sylvia Kelley
Director, Global EDGE Tech Prep Consortium
2200 W. University
McKinney, Texas 75070
(214) 548-6724
(214) 6726 fax

Vickie-Lynn Kennerk
Head Counselor, 12th grade
McKinney High School
1400 W. Wilson Creek Parkway
McKinney, Texas 75069
(214) 569-6112
(214) 569-6109 fax

Barbara Money
Director, Career Services
Collin County Community College
2800 E. Spring Creek Parkway
Plano, Texas 75074
(214) 881-5772
(214) 881-5636 fax

Dr. Belinda Newman
Provost, Central Park Campus/Associate
Vice President of Instruction
Collin County Community College
2200 W. University
McKinney, Texas 75070
(214) 548-6803
(214) 548-6805 fax

Joyce Owen
Assistant Director, ACT Academy
McKinney ISD
510 Heard Street
McKinney, Texas 75069
(214) 569-6495
(214) 542-2924 fax

Barbara Ridley
Youth Program Coordinator
Collin County Community College
321 N. Central Expressway, Suite 360
McKinney, Texas 75070
(214) 569-4650
(214) 569-4665 fax

Silvia Valenzuela
Manager
J.C. Penney Company
123 S. Central Expressway
McKinney, Texas 75069
(214) 542-5577
(214) 542-1802 fax

Steve Vassallo
President
McKinney Economic Development
Corporation
321 N. Central Expressway, Suite 200
McKinney, Texas 75070
(214) 562-5430
(214) 547-0433 fax

Dale Wade
Marketing Specialist
Fisher Controls
310 E. University, P.O. Box 8004
McKinney, Texas 75069
(214) 542-5512
(214) 548-3543 fax

Rev. 4/11/95

Appendix B:
PROJECT FORMS

Project SCORE Appointment Request/Referral

Date of Request_____ Date of Appointment_____

Student Name_____ Referred By_____

ID #_____ MHS Phone #_____

Current Schedule

	Course Name	Teacher
1		
2		
3		
4		
5		
6		
7		
8		

C o m m e n t s

_____

_____

_____

_____

Project SCORE Appointment Request/Referral

Date of Request_____ Date of Appointment_____

Student Name_____ Referred By_____

ID #_____ MHS Phone #_____

Current Schedule

	Course Name	Teacher
1		
2		
3		
4		
5		
6		
7		
8		

C o m m e n t s

_____

_____

_____

_____

rev. 11/94

Project SCORE
Appointment/Information Notification

Date:

To:

ID#:

From: Stephanie Ingram/Pam Love

☐ **APPOINTMENT**

Please stop by the Project SCORE office (in the library, 2nd door on the right)

_____.

You have been referred by _____ to set up an appointment to discuss your future plans regarding high school, college and/or career choices.

☐ **INFORMATION**

Please stop by the Project SCORE office to pick up information we have gathered for you.

If we are not in the office, we will leave your information_____.

☐ **OTHER**

☐ **PASS TO/FROM CLASS**

Please excuse _____ from class. He/She has an appointment in the Project SCORE office at _____ on _____.

_____ Time In _____ Time Out

☐ **PLEASE NOTE**

If you need to cancel your appointment, you may do so 24 hours a day by calling 569-6155. Please call as soon as you are aware you need to reschedule, so we can give your appointment time to someone else. Thank You!

Project SCORE Students

Last Name	First Name	Student ID Number	Tel:	Grade	Gender	Date
	Erica			12	F	12/8/94

Initial Intake	COPS	Myers-Briggs	My Vocational Situation	Ohio Career Interest Surve	Self-Directed Search
12/14/94					

Interpretation	Number of Contacts	Status	College Resources	Career Resources	Resume/Cover Letter
	4	A	1	4	

Other

Comments

Interest is Child Care. Program at CCCC of interest. Needs assistance with financial aid. Appt. with academic advisor at CCCC. Information received from Career Services on child care. Tech Prep/Chcare

Project SCORE Students

Last Name	First Name	Student ID Number	Tel:	Grade	Gender	Date
	Keri			12	F	12/6/94

Initial Intake	COPS	Myers-Briggs	My Vocational Situation	Ohio Career Interest Surve	Self-Directed Search
12/6/94	12/9/94	12/9/94			

Interpretation	Number of Contacts	Status	College Resources	Career Resources	Resume/Cover Letter
12/15/94	10	A	4	3	

Other

Comments

Keri's interested in Deaf Education. Appointment with Stephanie to discuss Deaf Education. College information given to Keri: SFA and TWU.

Project SCORE Students

Last Name	First Name	Student ID Number	Tel:	Grade	Gender	Date
	Shannon			10	F	11/3/94

Initial Intake	COPS	Myers-Briggs	My Vocational Situation	Ohio Career Interest Surve	Self-Directed Search
11/3/94	2/23/95	2/23/95			

Interpretation	Number of Contacts	Status	College Resources	Career Resources	Resume/Cover Letter
3/9/95	5	A	1		

Other

Comments

Interested in Pom Pom Squad at Eastfield. Fear of doing poorly on ACT/SAT.

BEST COPY AVAILABLE

Project SCORE Intake Form

Student Name		**ID #**	
Telephone		**Grade**	
Referred by		**Address**	
Best d/t to meet			

Checklist

History

Services Currently Utilizing

Services/Programs Recommended

Comments

Rev. 9/94

Project SCORE Folder Log

Initial Intake_____

Assessment Return Date_____
Interpretation Date_____

Assessments:

Myers-Briggs_____
COPS_____
Ohio Career Interest Survey_____

My Vocational Situation_____
Self-Directed Search_____
Other_____

Project SCORE Student Log

Date	Student	Reason for Appt.	Handling/Complete	Staff Request
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				

Appendix C: ADOPT-A-STUDENT PROGRAM

Project SCORE
Internship Program
Packet of Information

Student_____ ID#_____

Internship Position_____ Location_____

Steps to follow to be considered for an internship interview :

- ☐ Complete the attached application.
- ☐ After reviewing the attached job description, write a paragraph(s) stating why you are interested in this internship position. Also, explain how your strengths and skills relate to this position.
- ☐ A parent (guardian) will write a brief paragraph discussing why he/she believes you will be good candidate for this internship.
- ☐ Request a copy of your transcript from Mrs. Reed (Blue form).
- ☐ Request a copy of your attendance from Mrs. Hannon (Pink form).
- ☐ You will need a copy of your most recent report card (or copy of your grades).
- ☐ Distribute your teacher comment forms (Yellow form).
- ☐ Request a teacher or adult in the community (not a relative) write a letter of recommendation (This is optional).

- Staple these things together in the above order (with this page as the cover sheet).
- Return the completed packet to Project SCORE (MHS Library).
- Teachers will return the yellow forms to SCORE staff.
- Your packet must be complete to be accepted and considered.

For more information, please contact: Stephanie Ingram, Project SCORE Coordinator, 569-6155

rev. 12/94

Project SCORE
Job Shadowing Program
Packet of Information

Student_____ ID#_____

Sponsor Name_____ Company_____

Steps to follow to be considered for a job shadow experience:

- ☐ Complete the Parent Permission Form.
- ☐ Complete Sponsor Agreement Form with selected sponsor.
- ☐ Develop a list of five interview questions (minimum) to ask the individual you are shadowing. (To be added to "Suggested Interview Questions")

Steps to follow during or after the job shadow experience:

- ☐ Ask employer sponsor to complete the Employer Evaluation and return with you to Project SCORE office in the sealed envelope upon return to school.
- ☐ If instructor will require an oral report regarding your shadowing experience, complete "Oral Report Questions" to share with class upon return.

- If you will not be participating in a job shadow experience, please complete the report on your career interest (information is attached).
- Return the completed packet to the Project SCORE Office (across from main office).
- Your packet must be complete to be accepted and considered.

For more information, please contact: Stephanie Ingram, Project SCORE Coordinator, 569-6155

rev. 7/95

Shadow Day

Date:

Dear Parent:

IT'S TIME FOR SHADOW DAY! On .....,1995, your student will be dismissed from school for the entire day to follow an adult on his/her job. This is a wonderful opportunity for your teenager to get a realistic picture of the working world. Hopefully, you and your student can find a place for him/her to shadow that is related to the career he/she is beginning to consider.

It is necessary that we have a permission form from the parent and the sponsor agreement form before we can release the student to shadow. Those two forms are attached. The "Dear Parent" form should be signed by you and returned to me with the "Dear Sponsor" form. It is a release of liability statement that some companies need to see and frequently copy. When both forms are complete, they should be returned to me no later than....., 1995.

Included in this packet are questions frequently asked about Shadow Day. We hope they will be beneficial. Please call the Project SCORE office at 569-6155 if you have any questions.

Thank you in advance for making Shadow Day very important for your student.

Sincerely,

Stephanie Ingram
Project SCORE Coordinator

QUESTIONS CONCERNING SHADOW DAY

1. IS MY TEENAGER REQUIRED TO SHADOW IN MCKINNEY? NO! Where your student shadows is limited only by the transportation you can arrange and the time constraints.

2. HOW LONG SHOULD MY TEENAGER SPEND AT THE WORK SITE? We would like for the student to spend about the same number of hours he/she would spend at school. (Not necessarily the school schedule.)

3. HOW WILL MY CHILD GET TO AND FROM THE WORK SITE? Transportation should be arranged by parents.

4. WILL SHADOW DAY BE COUNTED AS AN ABSENCE ON MY STUDENT'S ATTENDANCE RECORD? NO! Students are responsible for work missed in classes.

5. IS THIS FOR A GRADE? YES! Each student will take evaluation forms with them to the work site to give to the person they shadow. The sponsor will grade the student and seal the grade in an envelope provided. Students will return the SEALED envelope the next day to the Project SCORE office.

6. WHAT WOULD PROHIBIT MY TEENAGER FROM PARTICIPATING IN SHADOW DAY?
   a) Permission Forms incomplete or not returned
   b) Placement in ISS (IN-SCHOOL SUSPENSION) on Shadow Day.

7. WOULD IT BE ALL RIGHT FOR MY STUDENT AND HIS/HER FRIEND TO SHADOW THE SAME PERSON? NO! It has been found that students tend to take shadowing more seriously if they shadow alone.

8. IS IT POSSIBLE TO SHADOW ON ANY OTHER DATE? YES! If the designated date is a problem, we will be happy to work with you and your student to choose an alternate date.

9. ARE STUDENTS ALLOWED TO SHADOW THEIR PARENTS AND/OR RELATIVES? YES!

We think this is a great opportunity for students to receive real world exposure to the world of work. Thank you for supporting your teenager in this activity.

Please feel free to call the Project SCORE office at 569-6155 if you have any questions.

Appendix D:
CAREER ASSESSMENTS

ASSESSMENTS

Ohio Career Interest Survey
Test Booklets - Pkg. 35/$36.00
Answer Sheets - Pkg. 35/$24.00
Scoring - $1.95 per test
American College Testing
P.O. Box 227C
Iowa City, IA 52244
(800) 553-0030

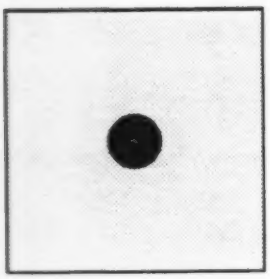
My Vocational Situation
25 Booklets, 1 Manual
$10.00

Holland Self-Directed Search
Set of Form R Assessment Booklets and Occupations Finders
$47.00 - Pkg./25 Sets
Psychological Assessment Resources, Inc. (PAR)
P.O. Box 998
Odessa, FL 33556
(800) 331-TEST

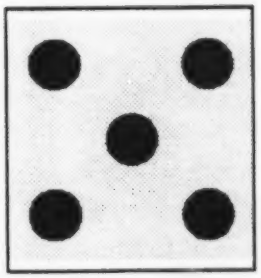
Myers-Briggs Type Indicator
Personality Assessment
Form G Self-Scorable - Pkg.10/$30.00
Consulting Psychologists Press, Inc. (CPP)
P.O. Box 10096
Palo Alto, CA 94303-0979
(800) 624-1765

Career Occupational Preference System (COPS)
Interest Inventory
Self-Scoring Booklet - Pkg. 100/$38.25
Self-Interpretation Profile - Pkg. 100/$36.25
Edits
P.O. Box 7234
San Diego, CA 92167
(619) 222-1666

Guide to Career Assessment Instruments, 3rd Edition
Book
$50.00
JIST Works, Inc.
720 N. Park Avenue
Indianapolis, IN 46202-3431
(800) 547-8329



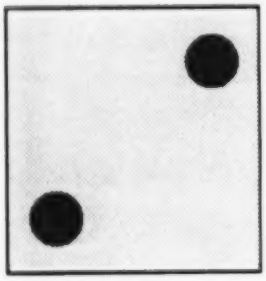
DON'T GAMBLE WITH YOUR FUTURE!!

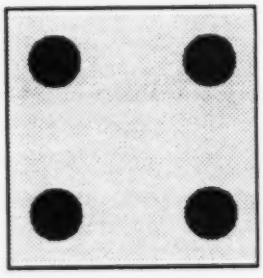


The results are in!!

If you took the Ohio Career Interest Survey in your World History or World Geography class, your profile reports have been scored and are ready for interpretation.

Please complete the back of this form and return the bottom portion to the box on the Project SCORE window in the library. Summer groups are available at CCCC in McKinney. Select one of the times to receive your results!





Refreshments will be served! The group interpretations will last for approximately 30 minutes. Encourage your parents to join you!

Project SCORE will improve your odds for success!

Sign-up for your group today!

Ohio Career Interest Survey
Group Interpretations

Two sessions (10 & 3) will be offered each Thursday in June

❒ June 8	10:00 a.m.	E223
❒ June 8	3:00 p.m.	E223
❒ June 15	10:00 a.m.	E223
❒ June 15	3:00 p.m.	E220
❒ June 22	10:00 a.m.	E223
❒ June 22	3:00 p.m.	E223
❒ June 29	10:00 a.m.	E223
❒ June 29	3:00 p.m.	E223

Please separtate the bottom of this form and drop in the box on the Project SCORE window (in the library office, 2nd door on right) or mail to:

Project SCORE
1400 Wilson Creek Pkwy., McKinney, Texas 75069
569-6155

Keep the above information as a reminder for the group session you are selecting.

✂- - - -

Appendix E:
TEAM PRIDE
CAREER CONNECTION

Team Pride
Career Component
February 21 - March 10

Week 1 -

February 21, Tuesday - A

8:30-10 a.m.
- Intro and Icebreaker
- Video - Your Interests Related to Work Activities (11Minutes)

10:08-11:44 a.m.
- SDS Administrations

2-3:30 p.m.
- Journal Writing

February 22, Wednesday - B

8:30-10 a.m.
- Same as above, Tuesday, 21st

10:08-11:44 a.m.

February 23, Thursday - A (Beth L. Gone)

8:30-10 a.m.
- Educational Information
- Educational Planning Video (20 Minutes)

10:08-11:44 a.m.
- MHS Program Areas (Tech Prep, Training, Summer Career College, Early Childhood, Ag Science)
- Journal Writing

2-3:30 p.m.

February 24, Friday - B (Beth L. Gone)

8:30-10 a.m.
- SDS Interpretation - Diana Benbow, Vocational Counselor, CCCC Career Services
- SOICC Presentation - Caesar Andreas (30 Minutes)

10:08-11:44 a.m.
- Activity
- Journal Writing

Week 2 -

February 27, Monday - A

8:30-10 a.m.	• SDS Interp - Barbara Money, Director, CCCC Career Services and Diana Benbow, CCCC Vocational Counselor
10:03-11:44 a.m.	• SOICC Video from presentation on 2-24? • Activity (Career Clusters and Budget Ex.)
2-3:30 p.m.	• Journal Writing

February 28, Tuesday - B (Both Teachers Gone - Will Have Sub)

8:30-10 a.m.	• Educational Information • Educational Planning Video (20 Minutes)
10:08-11:44 a.m.	• MHS Program Areas (Tech Prep, Training, Summer Career College, Early Childhood, Ag Science) • Journal Writing

March 1, Wednesday - A

8:30-10 a.m.	• What Employers Are Looking For - Jerry Byrd • Journal Writing
10:08-11:44 a.m.	
2-3:30 p.m.	

March 2, Thursday - B

8:30-10 a.m.	• Same as above, Wednesday, 1st • What Employers Are Looking For -
10:08-11:44 a.m.	Audrea Wirta, Employment Interviewer/TEC

March 3, Friday - A

8:30-10 a.m.	• Resume Writing • Journal Writing
10:08-11:44 a.m.	
2-3:30 p.m.	

Week 3 -

March 6, Monday - B

8:30-10 a.m. • Same as above, Friday, 3rd

10:08-11:44 a.m.

March 7, Tuesday - A

8:30-10 a.m. - All students • Listening/Communication Presentation - Cheri Jack, CCCC Lead Adviser (CPC)

10:08-11:44 a.m. - All students • Phone Etiquette - Maxine Phillips, CCCC Human Resources Department

March 8, Wednesday - B

8:30-10 a.m. - All students • Interviewing/Application Process Presentation - Brenda Marshall, DISD Human Resource Dir.

10:08-11:44 a.m. - All students • Job application Activity
• Employer Panel - Interviewing discussion

McKinney Airport - Brian Dule, Shift Supervisor, **McKinney Police Department** - Chief Larry Robinson, Chief of Police, **Target** - Ricardo Hernandez, Manager, **Chili's Restaurant** - Tammy Meylink, Manager, **Brookshire's Grocery Store** - Raymond Bice, Store Manager, **Movies 10** - Rob Warnes, Manager

March 9, Thursday - A

8:30-10 a.m. - All students • Interviewing Seminar
• Mock Interviews

10:08-11:44 a.m. - All students

March 10, Friday - B (Anne P. Gone)

8:30-10 a.m. • CCCC Tour of SCC - Susan Farley, CCCC

10:08-11:44 a.m.

TEAM PRIDE GUEST SPEAKERS
Spring 1995

Barbara Money
Collin County Community College
2800 E. Spring Creek Pkwy.
Plano, TX 75074
881-5772
Career Assessment Interpretations

Diana Benbow
Collin County Community College
2800 E. Spring Creek Pkwy.
Plano, TX 75074
881-5781
Career Assessment Interpretations

Sylvia Kelley
Collin County Community College
2200 W. University Dr.
McKinney, TX 75069
548-6724
Global EDGE/Tech Prep Presentation

Linda Shoup
Collin County Community College
2200 W. University Dr.
McKinney, TX 75069
548-6725
Global EDGE/Tech Prep Presentation

Marilyn Oliphant
Collin County Training &
Employment Program
321 N. Central Expressway, Ste. 360
McKinney, TX 75070
569-4650
Y.O.U. Summer Youth Program

Cheri Jack
Collin County Community College
2200 W. University Dr.
McKinney, TX 75069
548-6778
Listening & Communication Skills

Lydia Gober
Collin County Community College
2200 W. University Dr.
McKinney, TX 75069
881-5733
Summer Career College

Maxine Phillips
Collin County Community College
4800 Preston Park Blvd.
Plano, TX 75093
985-3780
Telephone Etiquette Seminar

Susan Farley
Collin County Community College
2800 E. Spring Creek Pkwy.
Plano, TX 75074
881-5110
Tour - Spring Creek Campus

Audrea Wirta
Texas Employment Commission
321 N. Central Expressway, Ste. 350
McKinney, TX 75070
547-4924
Job Search Skills

Brenda Marshall
Dallas ISD
3807 Ross Ave.
Dallas, TX 75204
841-0565
Interviewing Skills

Jerry Byrd
314 Randy Lee Lane
McKinney, TX 75070
562-3078
What Employers Wish You Knew
About Your Job

Caesar Andreas
SOICC
Travis Building, Room 205
3520 Executive Center Drive
Austin, TX 78731
(800) 822-PLAN
Texas Career Information

Brian Dule
McKinney Airport
1500 E. Industrial Blvd.
McKinney, TX 75069
562-5555
Panel of Employers

Chief Larry Robinson
McKinney Police Department
P.O. Box 517
McKinney, TX 75070
542-2675
Panel of Employers

Ricardo Hernandez
Target Store of McKinney
1720 W. University Dr.
McKinney, TX 75069
542-0391
Panel of Employers

Rob Warnes
McKinney Movies 10
1701 S. Central Expwy.
McKinney, TX 75069
562-0408
Panel of Employers

Raymond Bice
Brookshire's Grocery Store
208 N. Central Expwy.
McKinney, TX 75070
542-0111
Panel of Employers

Tammy Dodds
Chili's Bar & Grill
1940 N. Central Expwy.
McKinney, TX 75069
562-5012
Panel of Employers

MHS Participants

Jan Clare - Early Childhood
Jeff Clark - Sports Training
Brian Lowe - Agriculture & FFA
(4) Ag Students - Class Presentations
Christy Higgins
Melissa Johnson
Heather Garcia
Russell Morrison

Appendix F:
CAREER LADDER EMPLOYMENT SYSTEM

CAREER LADDER SYSTEM

CO-OP/PROJECT SCORE/EMPLOYERS/MCKINNEY HIGHSCHOOL

Program Components

1. *On-going, on target career assessment for students 9th through 12 grades and beyond.*

2. *Development of a committed employer pool with appropriate, growth-producing jobs for post 11th and 12th graders. Need a set of criteria for assessing job readingess in students targeted for employment.*

3. *Consider creating a contract of commitment for employers to clearly spell out the program basics and their responsibilities.*

4. *Develop a training station agreement between the student, the high school, and the employer to assure all parties understand and agree to the short and long term goals and responsibilities of this program.*

5. *Maintain an on-going Career Ladder Operations Team responsible for planning, implementation, tracking, and evaluation processes.*

6. *Establish a student support system for mentoring and advocating during the student's participation in the Career Ladder System.*

7. *Develop a matching process to encourage the best possible matches between students and their employers, to be sure that students are placed in their true career interest areas and that students meet minimum requirements in both hard and soft skills.*

8. *Need some type of mechanism for students to continue their development in the soft skills areas (self management of time, funds, study skills, communication, interpersonal relations) and SCANS competencies, possibly a class time or club to give input and allow students to debrief their work experiences.*

3/13/95 Collin County Community College, Plano, Texas

CAREER LADDER WORK EXPERIENCE OPPORTUNITIES

INITIAL WORK AREAS

Objectives:

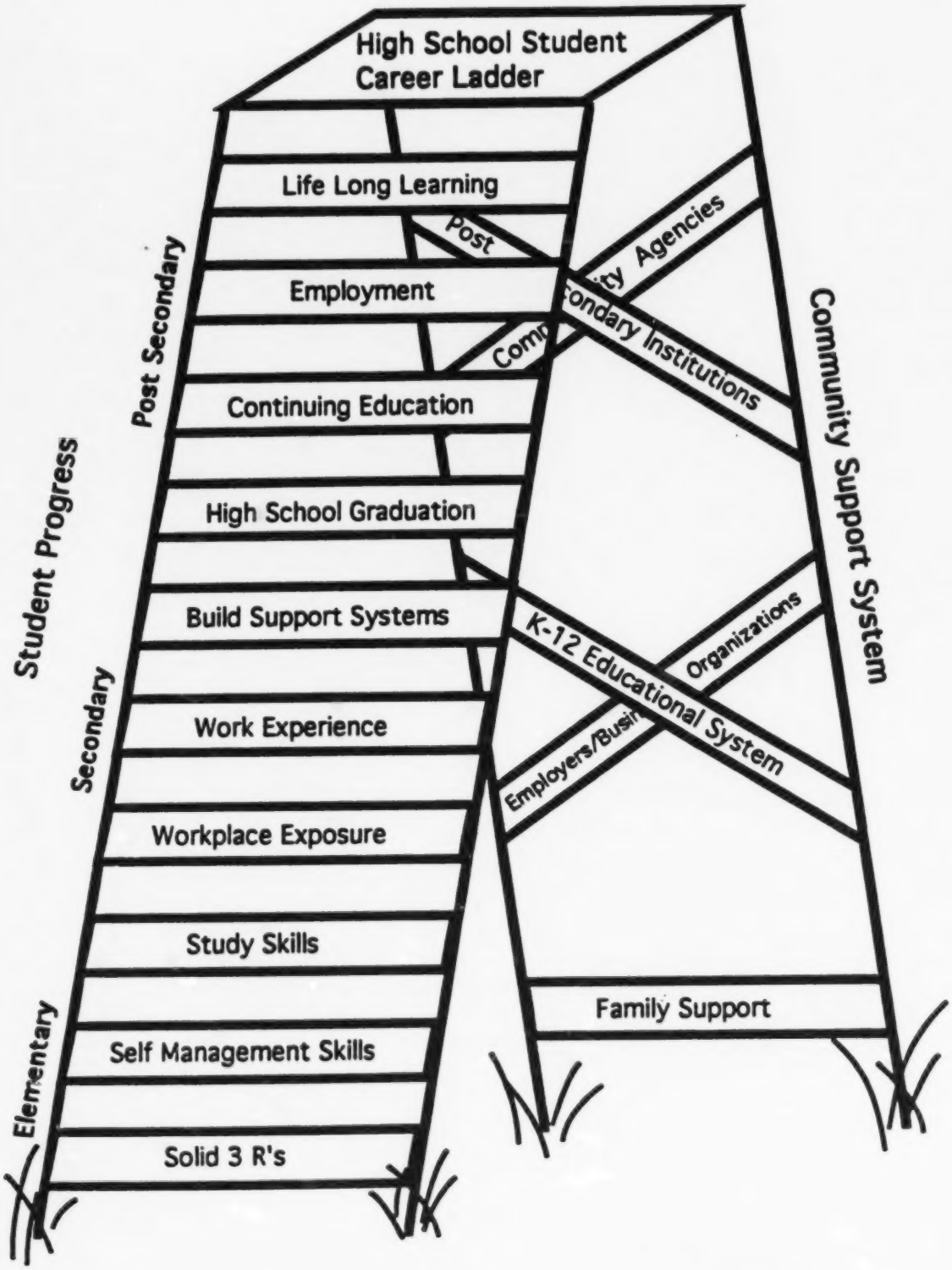
1. To establish a task team of six to eight employers in the McKinney area who will plan and implement the Career Ladder System.

2. To plan and implement a system for recruitment and placement of SCORE/McKinney High School students for a work experience with a Career Ladder employer.

3. To develop a follow-up process, once a student placement has occurred, that will help both employer and student maintain a good working relationship for long-term employment.

4. To establish a bridging process to encourage students to attend Collin County Community College for further education and maintain the Career Ladder position which enhances the career path with the employer.

BEST COPY AVAILABLE



Student Career & Community Success

Career Ladder Employment Preparations

SCC #1

1 college credit

1/2 H.S. credit

Summer job experience (any area)

SCC #2

1 college credit

1/2 H.S. credit

Summer job any area

SCC #3

1 college credit

1/2 H.S. credit

Possible part-time work during school

Summer job matched to student's area of interest

Employer commits to long term relationship

H.S. Graduation

Part-time Co-op work during school with same company

Work summer Full-time with same company

Co-op job same company

Core subjects, academic foundations

After 1st semester, 3 college credit from SCC go on transcripts at CCCC

Employer may pay college tuition

Technical skill building

Job at same company

Possible Co-op or internship

Continuing education a must!

Career Assessment - - -

Career Ladder Task Team Directory

Academics Plus
Melinda/Mark Crenwelge, Owners
511 N. Central Expressway
McKinney, Texas 75070
(214) 548-8788
(214) 548-8076 fax

Albertsons
Chris Stephens, Manager
1702 West University Drive
McKinney, Texas 75069
(214) 548-8592
(214) 548-2600 fax

Allstate Insurance
Wade Johnson, Owner
321 N. Central Expressway, Suite 101-D
McKinney, Texas 75070
(214) 562-6958
(214) 562-6958 fax, call first

Applebee's Neighborhood Grill & Bar
Mike Lilly, General Manager
1820 West University
McKinney, Texas 75069
(214) 562-8016
(214) 542-5801

Bank of America
Susan Shelton, Branch Manager
1432 N. Central Expressway
McKinney, Texas 75069
(214) 542-0361
(214) 548-2458 fax

Bank One Texas NA
Sheryl Seabolt, Branch Manager
1600 Redbud Boulevard
McKinney, Texas 75069
(214) 548-8000
(214) 548-4803 fax

Bealls Department Store
Al Sobol, Store Manager
123 S. Central Expressway
McKinney, Texas 75069
(214) 542-0281

Dynamco, Inc.
Pete Huff, Owner/President
410 Industrial Boulevard
McKinney, Texas 75069
(214) 548-9963
(214) 548-9966 fax

First Bank McKinney
Dan Brooks, President
1651 West University Drive
McKinney, Texas 75069
(214) 562-5600
(214) 562-9563 fax

Fisher Controls
Dale Wade, Marketing Specialist
310 E. University, P.O. Box 8004
McKinney, Texas 75069
(214) 542-5512
(214) 548-3543 fax

Heritage Learning Center
Phoebe Adams, Owner/Director
200 North Jordan Road
McKinney, Texas 75070
(214) 548-2757
(214) 548-2758 fax

Homestead of McKinney Nursing Center
Jo Low, Administrator
1801 Pearson Avenue
McKinney, Texas 75069
(214) 562-8880
(214) 562-8881 fax

J.C. Penney Company
Silvia Valenzuela, Manager
123 S. Central Expressway
McKinney, Texas 75069
(214) 542-5577
(214) 542-1802 fax

McCraw & McCraw Law Offices
John McCraw
321 N. Central Expressway, Suite 300
McKinney, Texas 75070
(214) 542-6262
(214) 548-0454 fax

McKinney Education Foundation
Beverly Kleckner, Director
1 Duvall Street
McKinney, Texas 75069
(214) 569-6406
(214) 562-8751

NAPA Auto Parts
Mark Waterman, Owner
210-A West University
McKinney, Texas 75069
(214) 542-4446

North Texas Medical Center
Leslie Holmes, Director, Human Resources
1800 N. Graves
McKinney, Texas 75069
(214) 548-3025
(214) 548-3068 fax

San Miguel Restaurant
Arturro Ibarra, Owner
506 West University Drive
McKinney, Texas 75069
(214) 548-2345

State Farm Insurance
Dennis Baker, Owner
P.O. Box 885
McKinney, Texas 75070
(214) 548-9023
(214) 548-9082 fax

Target Store of McKinney
Ricardo Hernandez, Store Manager
1720 West University Drive
McKinney, Texas 75069
(214) 542-0391
(214) 542-0391 fax, call first

Virginia Parc Physical Therapy
Kathy Boynton, Physical Therapist
2411 Virginia Parkway
McKinney, Texas 75070
(214) 548-9494
(214) 548-2899 fax

MHS Contacts:
Dale Rogers, 10th grade Counselor
Bill Justice, Marketing Co-op Teacher
Joey Gorman, Office Admin Co-op Teacher
Jerry Smith, Auto Tech Teacher
Beth Larocca, Team Pride Teacher
1400 W. Wilson Creek Parkway
McKinney, Texas 75069
(214) 569-6100
(214) 569-6109 fax

Collin County Community College Contacts:
Lydia Gober, Cooperative Work Experience/
Assistant Director
2800 E. Spring Creek Parkway
Plano, Texas 75074
(214) 881-5733
(214) 881-5926 fax

Stephanie Ingram, Project SCORE
Coordinator
Pam Love, Project SCORE Assistant
1400 W. Wilson Creek Parkway
McKinney, Texas 75069
(214) 569-6155
(214) 569-6155 fax

McKinney Chamber of Commerce Contact:
Randy Williams, President
1801 W. Louisiana
McKinney, Texas 75069
(214) 542-0163
(214) 548-0876 fax

Appendix G:
SUMMER
CAREER COLLEGE

CCCC AND MHS STUDENTS = SUMMER CAREER COLLEGE

IF.....

- You are serious about getting 9th grade credits completed;
- You would like to spend some serious, but fun, time on "getting a career life;"
- You'd like help in beefing up your study skills for next year;
- You want to work on being cool about handling your time stress, getting along better at school, home and with friends;
- You would like 1 college credit in the "CCCC bank" towards your future education;
- You would like to receive 1/2 of a high school credit

THEN.....

CHECK OUT "SUMMER CAREER COLLEGE" AT CCCC

WHAT IS IT?

- 2 days per week/2 hour Workshop for MHS students in 9th grade.
- Workshop activities on getting your act together with people, study skills, and a future career; getting to know CCCC.
- Super guests from business, CCCC, and other places to share the how to's of school and work success.

WHERE?

- Central Park Campus of Collin County Community College, McKinney. Transportation from MHS provided.

COST ANYTHING?

- No cost...except your time and agreement to give your best.

WHEN?

- First session MHS summer school - 4 weeks. The Summer College is part of regular session summer school.

WHO?

- Students in the 9th grade who could benefit from the workshops and who are credit deficient. (Final students are selected by teachers and counselors)

INTERESTED? Contact Ms. Ferraro or Ms. Larocca

Introduction

Each activity of the Summer Career College was selected to reach many goals. The criteria for selection are as follows:

Activity:

1. Must enhance an **educational** skill.
2. Must enhance a **scans** skill.
3. Must improve self **management** skills.
4. Must provide a **multi sensory** learning experience.
5. Must begin the life long process of **personal inventories** that lead to growth in each target area.

McKinney High School * Collin County Community College
Summer Career College
Facilitator Guide

Note: Each session utilizes SCANS as a base for planning. SCANS measurements are noted for each session.

Session One

(Extended plan for facilitators.)

Note: The first session gives detailed information on both educational and SCANS measurements. This approach is lengthy, but allows facilitators to understand the goals of each activity, to see the meta cognitive factors. The activity format is used for each session, giving needed information without complete detail.

1. ICE BREAKER - Koosh ball toss

Goal - Use a fun physical activity to help participants get to know each other, to begin creating a community.

Process - Instructor models process by giving his/her name and one fact about him/herself. He/she then tosses the Koosh ball to another, asking that person to first repeat the previous information and then add his/her name and one fact. Continue until all people have had a chance to give information. Game continues until all have been included.

Educational Measurement
- To follow directions with a multi sensory activity.
- Master a memory technique thru repetition of information.
- Practice collaborative learning by asking and receiving help from others when "stuck"
- Learn to ask for specific help from team member. (Not a school paradigm)

Scans Measurement

Foundation Skills:

(Basic) - Listen/speak well/instructions and game.

(Thinking)	- Solve problem when stuck for information. - Decide action. Ex. Facts to give, person to include
(Personal Quality)	- Raise self esteem with fun and feeling of inclusion. - Carry out instructions and accomplish task.

Competencies

(Resources)	- Prioritize multiple task when selecting participant and repeating tasks sequentially.
(Interpersonal)	- Learn team work, practice activities that require collaboration/result-new community. - Identify role as class member in Summer Career College.
(Information)	- Thru selection of recipient of Koosh ball, organize data and remember data
(Systems)	- Utilize system of Koosh pitch and catch to share information.

2. GOAL SETTING TECHNIQUE WITH "SMART" ACRONYM

S - *Specific* **M** - *Measurable* **A** - *Achievable* **R** - *Reasonable* **T** - *Timely*

Goal	- To utilize an acronym to: Assure understanding of a process for the making and measuring of goals.
Process	- Participants will use each letter of the acronym to develop a step-by-step process for making and measuring goals. Group contributions will widen range of options for every step and assure that ideas meet the criteria for that step of the process. EX: Specific - Lose weight? - (NO!) Lose 1 lb in 1 week
Educational Measurement	- Learn a memory technique - an acronym. - Utilize acronym to create goal(s) for personal success in the program. - Apply technique to challenges outside the program that will ensure success Ex: Weight loss, sustained exercise program.

Scans Measurement

Foundation

(Basic)	- Learn/utilize reading technique-acronym.
(Thinking)	- Utilize goal setting technique to solve problems Ex: Getting up on time, using an alarm clark with no parental help.
(Personal)	- Take personal responsibility for success with measurable goals. - Verify accomplishment of tasks selected thru goal setting process.

Competencies

(Resources)	- Identify persons, systems, support that will be resources for goal success.
(Interpersonal)	- Identify and utilize support team needed for success. Ex: Classmate to remind you of deadline or item needed for next day.
(Information)	- Acronym gives system for measuring information to ensure that it is complete and of high quality.
(Systems)	- Practice with an acronym as a system that will help individuals identify all components for successful goal completion.

SUCCESS-O-METER

Goal	- Utilize a daily list of statements to measure progress in self management, educational, and scans skills. - To track progress and note correlation between "Good" grade on success-o-meter and program success.
Process	- Ask students to complete success-o-meter daily. Call attention to specific questions and connect to activity that was practiced.
Educational Measurement	- Read and respond to statements, using 1-5 measurement. - Write comments clearly/accurately. - Connect success with processes learned.

Scans measurement

Foundation

(Basic)
(Thinking)
(Personal)

- All three monitored on a daily basis.

Competencies

- Success-o-meter provides a measurement tool. Each question can be related to:

Resources - Questions #5 & 9
Interpersonal - #1, 3, 4, 5, 6, & 7
Information - #9 & 10
Systems - #8 & 9

3. CONTRACT FOR SUCCESS

Goal

To establish a personal measurable contract that will:
- Define individual commitments and needs.
- Create a system for success including participant, facilitator, and schools.
- Give participants to take ownership of contract to ensure success.

Process

Participants work in teams to determine what they will <u>give</u> and what they will <u>need</u> to assure the success of the program. Following team work, entire group will summarize ideas to provide an entire group contract. Personal, measurable goals must be included.

Educational Measurement

- Learn to listen and follow directions.
- Understand the significance of a document - called a contract.
- Generalize new knowledge to other contracts.
- Practice team learning and group learning by contributing to group contract.
- Measure and confirm personal commitments and needs for success in this learning community using personal goal.
- Recognize the systems necessary for an effective program. (schools, individuals, and instructors)

Scans Measurement

Foundation Skills

(Base)	- Read, interpret information from contract document listen/speak in team activity - filling in contract.
(Thinking)	- Make decisions regarding needs and skills that will become program's contract criteria.
(Personal)	- Take personal responsibility for success of program Ex: "Be on time daily."
	- Accomplish contract tasks to ensure contract is upheld.

Competencies

(Resources)	- Allocate resources of Summer Career College that will ensure success Ex: Facilitator guarantees use of support. Ex: Cad Lab
(Interpersonal)	- Use team work to see how "puzzle" of success takes individual role and group roles.
	- Negotiate specifics that can be measured at the end of program. Ex: Need for breaks, facility offering of tour, library usage.
(Information)	- Evaluate data of group's contract to assure inclusion of all needs.
(Systems)	- Recognize the factors within Summer Career College that supports effort. Ex: Two Collin County Community College campuses, bus for transportation, handouts for complete information.
(Technology)	- Observe a computer program capacity that creates documents such as contract, spreadsheets for data collection for tracking goals.

Appendix H: STATEWIDE PRESENTATION

Project SCORE

School and Community Offering Resources for Employment

A School-To-Work Transition Model

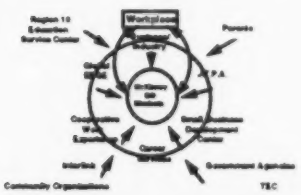
1995 Tech Prep☆ Texas State Conference
Austin, Texas
March 28, 1995

Project SCORE
School and Community Offering Resources for Employment

Project SCORE

- **The SCORE System Model**
  - Original Partners
    - See SCORE System Diagram
  - Advisory Council
    - Collin County Community College
    - McKinney ISD
    - Texas Employment Commission
    - J.C. Penney Company
    - Fisher Controls
    - Allstate Insurance
    - Parent Volunteer
    - McKinney Economic Development Corporation

The SCORE System



Program Start-up

- **Forms**
  - Intake
  - Appointment Request/Referral
  - Folder Log
  - Student Log
  - Appointment/Information Notification
- **Database**
  - Student Files
- **Advertisement**
  - Brochure
  - Poster and Flyer
  - Video Announcements

Who are Project SCORE Students?

- **Referrals**
  - Counselors
  - Teachers
  - Parents
  - Students
  - Advertisement
- **Career Portfolios**

School-to-Work Activities

- **Individual Appointments**
- **Adopt-A-Student Program**
- **Career Assessment Administrations**
- **Team Pride Career Connection**
- **Life Skills Class**

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Individual Appointments

- **Intake**
- **Career Assessments**
- **Career Counseling**
  - Research
  - Resume/Interviewing Information
  - Job Search Assistance
  - College Selection Assistance
- **Teacher/Student Liaison**
- **On-site Appointments**
- **Outside Referrals**

Adopt-A-Student Program

- **Mentoring**
  - Professionals who volunteer their time and professional guidance to students.
- **Job Shadowing**
  - Provides the opportunity for the student to observe the workplace environment and receive a realistic picture of the world of work.
- **Internships**
  - Links students with work opportunities in their chosen field of interest.

Career Assessment Administrations

- **Ohio Career Interest Survey**
  - 8th, 9th, and 10th grades (1,800+)
  - World History and World Geography Classes
- **Interpretations**
  - Interpretations by Classroom
  - Career Portfolio Addition
- **Parent Night**
  - Advertisement
  - Realizing the Dream Video

Team Pride Career Connection

- **Initial Intake**
  - 70 students
  - My Vocational Situation
- **Schedule of Activities**
  - Self-Directed Search Assessment
  - Occupational Information
  - Educational Information
  - Employer Expectations
  - Resume Writing
  - Listening/Communication/Phone Etiquette
  - Interviewing/Application Process
- **Evaluation**
  - Student Evaluation Form
  - My Vocational Situation - Second Administration

Life Skills Class

- **Self-Concept**
- **Self-Determination**
- **Social Interaction**
- **Social Acceptance**
- **Everyday Living Skills**
  - Dining Etiquette (i.e. Restaurant Field Trip)
  - Applications (i.e. Job, Credit Card, Apartment)
  - Reading Labels (i.e. Medicine)
  - Personal Hygiene
  - Money Management

Future Plans

- **Career Lunches**
- **Peer Tutor Program**
- **Career Lab Office Setting**
- **95-96 Calendar (The System)**
- **Tracking**

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Resources

- Academic Innovations/Career Choices
- Realizing the Dream Kit
- JIST Job Search Kit
- The Job Hunting Handbook
- School-to-Work Videos
- AEL Career Exploration and Planning Videos
- A Counselor's Guide to Career Assessment Instruments
- Assessments

For More Information

- Project SCORE Staff
  - Stephanie Ingram, Coordinator
  - Pam Love, Assistant

- McKinney High School
  1400 W. Wilson Creek Parkway
  McKinney, Texas 75069
  (214) 569-6155 Office
  (214) 569-6100 Fax
- Collin County Community College
  2200 W. University
  McKinney, Texas 75070
  (214) 548-6806 Office
  (214) 548-6806 Fax

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Project
School and Community Offering Resources for Employment
SCORE!

McKinney High School Library
1400 W. Wilson Creek Pkwy.
McKinney, Texas 75069
(214) 569-6155 • Fax (214) 569-6109

1995 Tech Prep★Texas State Conference
Summary of Presentation Evaluation/Austin, Texas

I would like to get a grant like Project SCORE for our school! - Assistant Principal

Thanks for the ideas! We would like to establish a similar program in our high school and nearby junior college. You really have a lot of different aspects to your program! - High School Counselor

This was the best presentation we saw the entire conference! - Vice President of Instruction

I wish we could get more people power to get something like this for students in Robertson County. - High School Teacher, Chemistry and Physical Science

The assessment instruments and procedure for administration to students were very helpful and I would like to speak with you regarding these activities. - High School Teacher

I would like to implement our own school-to-work system modeled after Project SCORE. - Tech Prep Coordinator

Bring your staff and teach our counselor's how to do what your doing! - Principal

Your information gave me good ideas for building better partnerships with business and community agencies. - High School Assistant Principal

Your presentation initiated ideas about more collaborative exchanges between college and public school. - College Professor

I would like for school districts to designate a representative from their campus to be trained by Project SCORE staff. - Assistant Principal

Excellent presentation! Great transition between speakers. Good team! - Assistant Professor

Really appreciated receiving the actual forms and "how to use" instructions to take back to my district. - High School Counselor

I would like my Vocational Director to visit Project SCORE to get a one-on-one consultation on the system. - Vocational Counselor

Project SCORE: A School-to-Work Transition Model
March 28, 1995
1995 Tech Prep ★ Texas State Conference

Workshop Evaluation

1. How would you rate the workshop overall?

   Poor Fair Good Very Good Excellent

2. Did the workshop meet your expectations? Yes No

3. What information will you take with you from the workshop and apply to your current work situation?

   _____

   _____

   _____

   _____

4. What would you like to see added to the workshop?

   _____

   _____

   _____

5. Would you recommend this workshop to a friend/colleague? Yes No

6. Your current position: _____

   Suggestions:

   _____

   _____

   _____

   _____

   Please contact me for additional information: _____

   _____

   _____

Appendix I: ADVERTISEMENT/ ARTICLES

Project

School and Community Offering Resources for Employment

SCORE!

a project of

Collin County Community College

and

McKinney High School

Project **SCORE!**

McKinney High School

1400 W. Wilson Creek Pkwy.

McKinney, TX 75069

Project **SCORE!**

McKinney High School

1400 W. Wilson Creek Pkwy.

McKinney, TX 75069

What is Project SCORE!?

Project SCORE is a school-to-work transition program that forms partnerships between business and industry, educational providers, parents, community agencies and students. This system is designed to enrich and expand existing components such as tech prep, cooperative education, career services and academic competitiveness through technology.

What is the purpose of school-to-work transition?

The School-to-Work Opportunities Act defines the purpose of school-to-work transition as any assistance to students that aids in their preparation for future jobs by giving them accurate career information along with the opportunity to obtain high levels of academic and technical skills. When fully implemented, a school-to-work system will provide secondary students with three education/career alternatives:

- Attaining a high school diploma or an alternative diploma or certificate.
- Going on to postsecondary education to continue developing high levels of academic and technical skills.
- Entering the world of work with the option of pursuing further education if desired.

What are some of the services that Project SCORE! provides for students?

- Career advising and research resources.
- Interest and personality career assessments.
- Internships, mentors and job shadowing.
- Linkage to college and community resources.
- Job preparation, including resume writing, interviewing and application assistance.
- Offer employment growth through career ladder opportunities

Who is eligible?

The services and programs of this project are available to all McKinney ISD students in grades 9 through 12. Upon grant completion, information regarding the system will be available statewide.

Project SCORE!
School and Community Offering Resources for Employment

Project SCORE! is funded by a Carl Perkins Grant

CCCC provides educational and employment opportunities without discrimination on the basis of race, color, religion, gender, age, national origin, disability or veteran status.

Want To Know More About Project SCORE!?

Name: _____ Phone: _____

Address: _____ Employer: _____

- ❑ I would like more information about Project SCORE!
- ❑ I would like to volunteer my time to assist a McKinney High School student or group through one or more of the following:
  - ❑ Adopt-A-Student Program (Mentor, Job Shadowing, Internship Programs)
  - ❑ Classroom or Seminar Guest Lecturer
  - ❑ Special Events Assistance
- ❑ Other _____

Please return this reply card to Project SCORE, MHS Library

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Collin County Community College
and
McKinney High School
present

Project

School and Community Offering Resources for Employment

SCORE!

What are YOUR plans after high school?

Come see WHAT'S UP with Project SCORE!

- Career Advising and Research Resources
- Interest and Personality Career Questionnaires
- Internships, Job Shadowing and Mentors from McKinney Businesses and Organizations
- Linkage to College and Community Resources
- Job Preparation ... Including Resume Writing, Interviewing and Application Assistance
- Services Available to all McKinney ISD Students, Grades 9 through 12

(Cut along dotted line and return bottom portion to the Project SCORE office in the MHS Library.)

❑ **I want to know more about** Project **SCORE!**

Name _____ Phone _____

ID # _____ Grade _____

A transitional step

Program prepares students for work

By JEFFREY BALL
News editor

Like a melodic masterpiece, McKinney High School students now have a way to help score the music of their life.

Project SCORE, a school-to-work transition program funded by a grant awarded to Collin County Community College, is already aiding students in writing their life's composition. The name is an acronym for School and Community Offering Resources for Employment.

"I think this is the missing link that will help join industry and education together — to impact what goes on in the classroom and make that applicable to what happens after school," said Stephanie Ingram, Project SCORE coordinator. "It is helping them make informed decisions. It is giving them information early enough they are not graduating from high school still walking around in a daze having given no thought whatsoever to the next step."

The pilot program is administered by CCCC as a partnership between the community college and McKinney High School. Ingram works out of an office located in the library of the high school.

Project SCORE is funded by a Carl Perkins Vocational Grant. The application was awarded toward the end of the summer and Ingram "hit the ground running — like on an ice rink," working without a telephone until October and designing plans as she went.

"This is a pilot for a school-to-work system. McKinney High School has agreed to be a pilot in Collin County," Ingram said. "This will probably be the only program of its kind in the state."

A brochure prepared by Project SCORE said the School-to-Work Opportunities Act defines the purpose of school-to-work transition "as any assistance to students that aids in their preparation for future jobs by giving them accurate career information along with the opportunity to obtain high levels of academic and technical skills."

Turn to SCORE, Page 8A

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SCORE

From 1A

"We are not trying to reinvent the wheel with this program," Ingram said. "We are drawing on the resources of a lot of existing programs."

Fully implemented, the intent is to provide students with three education/career alternatives:

- Attaining a high school diploma or an alternative diploma or certificate.
- Going on to postsecondary education to continue developing high levels of academic and technical skills.
- Entering the world of work with the option of pursuing further education if desired.

"We are not trying to reinvent the wheel with this program. We are drawing on the resources of a lot of existing programs."

— Stephanie Ingram, Project SCORE coordinator

Ingram said the program is set up to provide a link to whatever resource, service or person which will aid the student in making the transition from school to work.

"We say school-to-work, that's the buzz word, but that encompasses whatever route the student is going to take," Ingram said. "They may go from high school to college to work. They may not have college in the plan at all, they may go straight from high school into the work force and into some kind of training program while they are working."

Ingram said this year they are "building a system around the kids." Next year, and in the years to come, "the system will exist and the students can access the system."

"Ideally for the 1995-96 year there will be a specific system in place," Ingram said. "So every year each grade level will have an activity. That is something that will always exist and as the grades come through, that will be their activity for that year."

Additional funding will be needed to continue the pilot program, but Ingram is already looking ahead.

"We will run the project this year and apply for refunding," Ingram said. "In hopes of receiving the refunding we will plan on applying this system into several other Collin County school districts for the second year."

Discussion has not begun with any other districts, but some could include Celina, Prosper and Princeton.

"Eventually we want this system in every Collin County school district. Statewide we want it to be a model," Ingram said. "We want other people to be able to pick it up. But, right now Collin County Community College is interested in what we can do for Collin County."

So far the acceptance has been broad-based.

"Response has been incredible. Word of mouth has been our best seller," Ingram said. "After students meet with us several times, they are back telling their friends. We had a teacher call the other day and say, 'Can you just come down and speak to our entire class? All these students want to come down and see you.' "

Ingram cited a potential dropout student as one example of success.

"He was really fed up with school and almost on his way out the door," Ingram said. "He came in here and after he heard what we were here to do, he said, 'Where have you all been? I am going to tell all my friends about this. This is exactly what we need.' "

Another student is interested in the medical field. Work is already under way to find her a job at a hospital and financial aid so she can continue her education.

"Whatever resource they need that helps them make a better transition, we are here to link them together," Ingram said.

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Project SCORE "Highlights"

January 1995

Boy! Have we been busy! **Project SCORE** (**S**chool and **C**ommunity **O**ffering **R**esources for **E**mployment), a partnership between MHS and CCCC, has provided programs and services for over 1,500 MISD students to date!

Take a brief moment and share with us some of the excitement we have experienced over the last four months. When you finish with this page, remove the attached advertisement and post in your classroom or a place that is visible to your students. We have many more resources and a little bit more energy--spread the information with students who will benefit from **Project SCORE!**

- ☆Career Interest Assessments administered to all 8th, 9th and 10th grade students, resulting in over 1,500 individuals surveyed.
- ☆Internship positions established in Computer Programming and Tech Prep.
- ☆Job Shadowing and Mentoring experiences with local employers have matched students with professionals in their chosen fields of interest.
- ☆Individual appointments have allowed for the development of needs-based, customized career plans, resulting in 250+ contacts.
- ☆Local community services and college professionals have individually met with students at MHS to provide information about their programs.
- ☆Career Profiles, containing a history and results of career planning activities, have been developed for each participant.
- ☆Computerized occupational and postsecondary information researched for over 50 students.
- ☆Newspaper articles printed in the McKinney Messenger and Courier-Gazette highlighting program origin, concept and services.
- ☆An overview of the project was presented to the MISD school board.

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December 14, 1994

Officials commend multi-age classrooms

By RHONDA RUNGE
The Courier-Gazette

At Tuesday's McKinney Independent School District board of trustees meeting, two reports were given on programs that are currently being administered in the school district.

First, the board heard about how the multi-age classrooms throughout the district are operating after one semester. Finch teachers Judy Olson and Anita Miller said they see many positive things taking place in multi-age classrooms.

"We see exciting things going on for teachers and students. The older children are always willing to help the younger children," Olson said. "The classrooms are very organized and every child goes at his or her own rate."

"All the students are very positive about learning," Miller said. "There isn't a lot of competition. We believe childhood should be a journey, not a race."

Dr. Sue Gleghorn, MISD assistant superintendent for instruction, said many more people are becoming interested in the concept of multi-age classrooms.

"It's becoming a growing trend around the state," she said. "And we have also created a desire for more teachers here to be involved in it."

Then, Stephanie Ingram from McKinney High School explained to the board what Project SCORE is. SCORE stands for School and Community Offering Resources for Employment and it is a school-to-work transitional program, she said.

The program offers things such as career advising and research resources, interest and personality career questionnaires, internships, linkage to college and community resources and job preparation to all MISD students in eighth through 12th grade. The Project SCORE office is located in the MHS library.

Also in the meeting, the board:

- Approved the MISD 1993-94

■ See **MISD**, Page 2

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Project SCORE "Highlights"

April 1995

Project **SCORE** (**S**chool and **C**ommunity **O**ffering **R**esources for **E**mployment), a partnership between MHS and CCCC, has provided programs and services for over 2,000 MISD students to date! Take a brief moment and share with us some of the excitement we have experienced over the last seven months.....

☆Career Interest Assessments administered to all 8th, 9th and 10th grade students, resulting in over 1,500 individuals surveyed.

☆Internship positions established in Computer Programming and Tech Prep.

☆Job Shadowing and Mentoring experiences with local employers have matched students with professionals in their chosen fields of interest.

☆Individual appointments have allowed for the development of needs-based, customized career plans, resulting in 450+ contacts.

☆Local community services and college professionals have individually met with students at MHS to provide information about their programs.

☆Career Profiles, containing a history and results of career planning activities, have been developed for each participant.

☆Computerized occupational and postsecondary information researched for over 80 students.

☆Newspaper articles printed in the McKinney Messenger and Courier-Gazette highlighting program origin, concept and services.

☆An overview of the project was presented to the MISD school board.

☆Interest and Aptitude Assessments for all Special Education students.

☆CCCC Services for Students with Disabilities Coordinator co-instructs a Life Skills class with MHS teacher.

☆A Team Pride Career Connection was established for 70 freshman students who participated in three weeks of career development activities.

☆A multi-media presentation was provided at the Tech Prep★Texas 1995 State Conference. SCORE Staff shared information about the mobile design of the SCORE system, easily replicable for other districts throughout the state.

•McKinney ISD Board Report•

The Board of Education of the McKinney Independent School District met in regular session in the Board room on December 13, 1994. Board President Robbie Clark called the meeting to order at 7:50 P.M. and established a quorum. Members Present: Robbie Clark, Lynn Sperry, Leonard Evans, Dennis Baker, Wade Cramer, and Pam Sexton. Member Absent: Darrell Tate. The invocation was given by Robbie Clark.

A. Minutes of the November 15 and December 1, 1994 meetings were approved as presented. (Vote 6-0)

B. The Board recognized staff members who had made a presentation at the CAST conference, a statewide science conference attended by nearly 5,000 teachers. Those staff members are: Kathy Arno, Sharon Conroy, Ray Jennings, Melanie Taylor, Kass Bates, Margaret Pace, and Judy Olson.

Winners in the school district card contest were: Keri Acuff, MHS-First Place; Tim Delger, Faubion-Second Place; Amy Cloward, Glen Oaks-Third Place. Barbara Pratt was the judge and distributed information districtwide.

Carol Hunter, Principal, McKinney High School, in the district for many years, was recognized for having received her doctoral degree in Educational Administration.

Lesli Hammond was honored for winning First Place in the Collin County Extension Service Poster contest entitled, "What My Family Means to Me."

C. The Budget Report was accepted as presented. (Vote 6-0)

D. A Budget Amendment was adopted as presented. (Vote 6-0)

E. Action Items:

1. Approved McKinney ISD 1993-94 audit as presented (Vote 6-0)
2. Approved the CED audit for 1993-94 as presented (6-0)
3. Approved recommendation for Finch Elementary to pilot a year-round school program in 1995-96 (Vote 6-0)
4. Approved the District Communication Committee's recommendation to increase from 25 to 30 the number of MISD employees' allowable accumulated local leave days (Vote 6-0)
5. Approved MHS Freshman Cheerleaders' competing in the National High School Cheerleading Championship in Orlando, Florida (Vote 6-0)
6. Accepted resignation of Jennifer Baccus (Vote 6-0)
7. Granted disability leave requests of Annie Alexander, Catherine

more .....

Coltharp, and Marilyn Holt (Vote 6-0)

F. Reports:

1. Dr. Benita Bruster outlined the district's pilot efforts with multi-age classrooms. She described the training of teachers and the philosophy of multi-age classroom. Anita Miller and Judy Olson, teachers in multi-age classroom, shared some of their experiences and some advantages of multi-age classroom.
2. Mike Conroy and Stephanie Ingram provided information on the MHS/CCCC collaborative SCORE program, a school-to-work transition effort. The SCORE facilitator works to get students successfully from school into the work force. Students are given career assessment instruments to help them know what and where their "choices" are. Ms. Ingram presented a calendar of events.
3. Dr. Cockrill had several announcements:
   a. Mr. Van Houser will be in district on January 9, 1995, 6-8:30 P.M.
   b. Board Workshop is scheduled for January 7-8, 1995.
   c. FYI information:
      1) Appointment of a calendar committee
      2) Trip to Austin to finalize policy book
4. Darrell Tate was appointed to the MEDC Board.

G. The meeting was adjourned at 9:15 P.M.

Next Meeting
January 17, 1994
MISD Board Room
7:30 P.M.

Appendix J:
RESOURCES

Project SCORE
RESOURCES

Career Choices Curriculum
Book, Instructor's Guide, Workbook, Lifestyle Math Workbook, Possibilities Book
$68.00
Academic Innovations
3463 State Street, Suite 219
Santa Barbara, CA 93105
(805) 967-8015

Realizing the Dream Kit - Career Planning for the 21st Century
Videos, Leader's Guide, 25 Parent Guides, 25 Student Guides
$195.00
ACT Educational Services Division
2201 North Dodge Street
P.O. Box 168
Iowa City, IA 52243-0168
(319) 337-1379

JIST Job Search Course Instructor Kit
Course Curriculum, Activity Book, Transparancies
$99.00

The Very Quick Job Search
Book and Video
$149.00

Guide to Career Assessment Instruments, 3rd Edition
Book
$50.00
JIST Works, Inc.
720 N. Park Avenue
Indianapolis, IN 46202-3431
(800) 547-8329

School-to-Work Videos
Set of 5 Videos
$299.00

Career Exploration and Planning Program Videos
Set of 5 Videos
$389.00
Center on Education & Work
University of Wisconsin-Madison
309 Educational Sciences
1025 W. Johnson Street
Madison, WI 53706
(800) 446-0399

The Job Hunting Handbook, 4th Edition
Pkg. 30/$2.19 Each booklet (Further breakdowns available)
Dahlstrom & Company, Inc.
155 Wilson Road
Holliston, MA 01746-1433
(800) 222-0009

Assessments:

Ohio Career Interest Survey
Test Booklets - Pkg. 35/$36.00
Answer Sheets - Pkg. 35/$24.00
Scoring - $1.95 per test
American College Testing
P.O. Box 2270
Iowa City, IA 52244
(800) 553-0030

My Vocational Situation
25 Booklets, 1 Manual
$10.00

Holland Self-Directed Search
Set of Form R Assessment Booklets and Occupations Finders
$47.00 - Pkg./25 Sets
Psychological Assessment Resources, Inc. (PAR)
P.O. Box 998
Odessa, FL 33556
(800) 331-TEST

Myers-Briggs Type Indicator
Personality Assessment
Form G Self-Scorable - Pkg.10/$30.00
Consulting Psychologists Press, Inc. (CPP)
P.O. Box 10096
Palo Alto, CA 94303-0979
(800) 624-1765

Career Occupational Preference System (COPS)
Interest Inventory
Self-Scoring Booklet - Pkg. 100/$38.25
Self-Interpretation Profile - Pkg. 100/$36.25
Edits
P.O. Box 7234
San Diego, CA 92167
(619) 222-1666

Appendix K:
EVALUATION

EVALUATION

How would you rate the project overall? (5 being high)

5 (27) 4 (2) 3 (0) 2 (0) 1 (0)

Which SCORE program/activity was most pertinent to the goal of the project?

Direct student contact for career counseling.

Advising students that there are options to fit all educational levels

Meeting with students on an individual basis. A difference was made in so many students' lives!

Researching occupations for the students. It really helped determine the direction I wanted to take.

The information on law enforcement programs, suggested programs of study, and connection to part-time job and volunteer opportunities in that field was very helpful.

The preparation, copy, and critique of my resume helped me begin my job search with confidence.

The Self-Directed Search Interest Survey was most important. The tour of the Collin County Community College campus was great for the students.

Assistance with at-risk students and assessment testing.

Anything dealing with school-to-work activities where students gain on-the-job experience.

What activity to you feel was least beneficial to the students?

Large workshops that detract from one-on-one student contact.

None. They were all great!

The large. long lectures by guest speakers. If speakers are "too professional", the kids lose their attention.

All of the programs were effective.

I feel very positive about all of the activities conducted by **SCORE**.

Did any of the services help you more clearly define your career goals? Do you feel you have a more clearly defined plan for your next step?

Definitely! I hope this has given me the plan I need.

Yes, definitely!

Yes. I'll be back for more assistance next year!

What would you like to see changed/added for the 95-96 school year?

Focus on Tech Prep students - job placement and internships, etc. for students in a particular sequence of courses.

The addition of more staff members to better meet the needs of the students in Collin County.

Seminars/Advising for high school students and parents on college options after graduation, financing a college education, etc.

Get more students involved!

Additional staff to serve more students.

Provide larger programs...get more students involved. Everyone should know about these programs!

Want to see more kids impacted. Participation of students in community volunteer services. Individual videotape mock interviews conducted for practice interviewing.

More!

The key thing would be to maintain a focus on school-to-work programs. The hope would be to open the doors to additional funding while providing a top quality program.

What services could be expanded to better serve the students?

Perhaps develop a program that involves the parents and shows the long-range benefits of school-to-work services for their children.

Increased involvement of parents, faculty, and four year colleges.

More contact with CCCC and departments. It proved to be such a great joint effort for student success.

Job searching activities.

Job preparation skills.

More coordination between Tech Prep courses and students.

Career assessments and conferencing regarding career pathways and four-year plans for at-risk students.

Provide as many experiences for students to have direct contact with the workplace. Work on plans for post assessment activities for students.

Were project monthly reports and other correspondence informative, relay information in a concise way, and keep you up-to-date?

Excellent reports!

Yes. Great job!

Yes.

The reports were outstanding. Also, the meetings were very productive.

How can this program best be marketed to and shared with other school districts, community colleges, and industry or teachers and students throughout the district?

Local visits and presentations to the community and businesses.

Mailouts and invitations to businesses and colleges to observe program.

Through seminars and going directly to the source (i.e. principals). It would be great if MHS administrators could open some doors for the program.

Video advertisements and 10 minute presentations in classes.

Video announcements, visits from classroom to classroom, and teacher presentations.

Announcements at school through paper advertisement, signs, or TV announcements during 2nd block.

Elementary/Middle school programs. Teacher in-service. Video students and show on video announcements each morning. Department meetings.

Time to present and hands-on with teachers.

I think the new and different location will help. Also, plans for "social type" activities to get the teachers through the doors.

Other Recommendations

Outstanding school-to-work model that should be considered in all school districts and community colleges!

This is a vital program. If the State of Texas intends to meet the challenges of education, then it is pertinent that programs like **Project SCORE** be funded and implemented in school districts throughout the state.

Allow students who have been involved in **SCORE** services and programs to talk with other students to generate enthusiasm about participation.

As an employee of the school district, it is evident that we must make this a personnel and budget issue if the district intends to continue services if/when **Project SCORE** is not refunded.